

HEALTH SERVICES

12-22-32



CURRICULUM

INDUSTRIAL EDUCATION

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HEALTH SERVICES

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NOTE: This Curriculum Guide is a service publication only. The Senior High School Program of Studies contains the official statement concerning Senior High School courses. The information contained in the guide is prescriptive insofar as it duplicates that contained in the Program of Studies. There are in the Guide, however, as well as content, methods of developing the concepts, suggestions for the use of teaching aids and lists of additional reference books.

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INDUSTRIAL EDUCATION

RATIONALE

Industrial Education is a program consisting of courses which provide a continuum of experiences, starting with exploratory activities in the junior high school and expanding in the high school to the development of skills related to career fields. This development of the student's skills is planned for through courses in industrial and vocational education culminating in on-the-job work experience, or entry into a job or post-high school institution for further education.

The program consists of courses ranging from those designed for an exploration of the technologies and trade areas to units of practical preparation for a career. In the process the courses develop the student's self-knowledge, talents and skills.

For information on sequencing and course description, refer to the "Handbook In Industrial Education for Guidance to Teachers, Counsellors and Administrators".

PROGRAMS

There are two parts to the Industrial Education program. The first part consists of the I.E. 10, 20, 30 series of courses and is designed for career orientation. These courses were developed primarily for students in laboratories that utilize the multiple activity approach as found in most smaller schools, but they can be taught in unit shops as well.

The second part consists of the I.E. 12, 22, 32 series of courses and is intended for career development. The courses are planned for use in schools where facilities are available to teach specific occupational areas.

Students may progress from the I.E. 10, 20, 30 series to the 22 level courses upon meeting specified basic prerequisites or upon recommendation of their principal.

Both sections of the program focus on six career fields. These are:

- Graphic Communications
- Mechanics
- Construction and Fabrication
- Electricity-Electronics
- Personal Services
- Horticulture

The I.E. 10, 20, 30 courses consist of a number of modules related to the career fields while the I.E. 12, 22, 32 courses consist of a number of five credit modules of specific occupational content. Completion of seven five credit modules qualifies the student for recognition by the Apprenticeship Branch for credit towards a journeyman's certificate.

It is left to the administrators of the school to offer the courses or combination of courses best suited to the needs and interests of the students and the financial resources of the district.

Two modules taught for a total of 65 hours will serve as a pre-requisite for the appropriate 22 level course. Courses offered at the 22 and 32 level have to meet special criteria for staff and facilities. The Industrial Education Consultant must authorize these in order to qualify the students for vocational grants.

OBJECTIVES OF INDUSTRIAL EDUCATION

The Industrial Education Program can help achieve the Goals of Schooling and Education. The course objectives are more focused and give direction to the teacher.

The objectives of Industrial Education are classified in three areas with the following purposes:

A. Personal Growth:

To provide opportunities for the individual growth of the student through the development of acceptable personal and social values necessary in a productive society.

1. To provide a technical environment which motivates and stimulates individuals to discover their interests and develop personal and social responsibilities.
2. To assist in the development of positive attitudes toward safety.
3. To assist in the development of positive attitudes toward conservation and environment.
4. To assist in the development of consumer literacy.

B. Career Exploration:

To develop basic competencies, integrating cognitive and psychomotor skills to enter a family of occupations or post-secondary institutions for further education.

1. To provide exploratory experiences in the use of tools, equipment and materials appropriate to various technologies prevalent in a productive society.
2. To develop an understanding of the interrelationship of various technologies.
3. To provide a technical environment for students to synthesize their accumulated knowledge in the solution of practical problems.
4. To assist the student to develop habits that will be conducive to the establishment of a safe environment.

C. Occupational Skills:

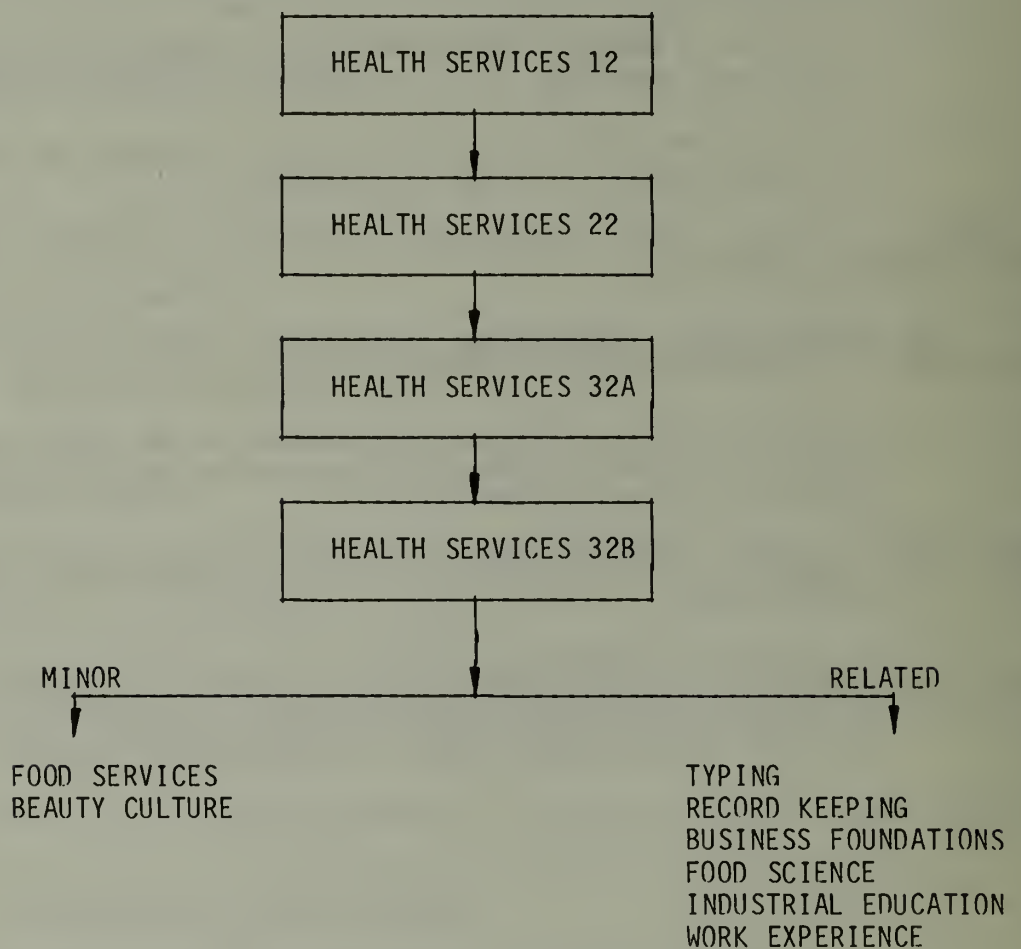
To develop basic competencies, integrating cognitive and psychomotor skills related to families of occupations.

1. To provide safe exploratory experiences in the use of tools, energy, equipment and materials appropriate to various technologies prevalent in a productive society.
2. To develop an understanding of the interrelationships of various technologies.
3. To provide a technical environment which permits students to synthesize their accumulated knowledge in the solution of practical problems, and to assist students to develop habits that will be conducive to the establishment of a safe environment.

CAREER FIELD

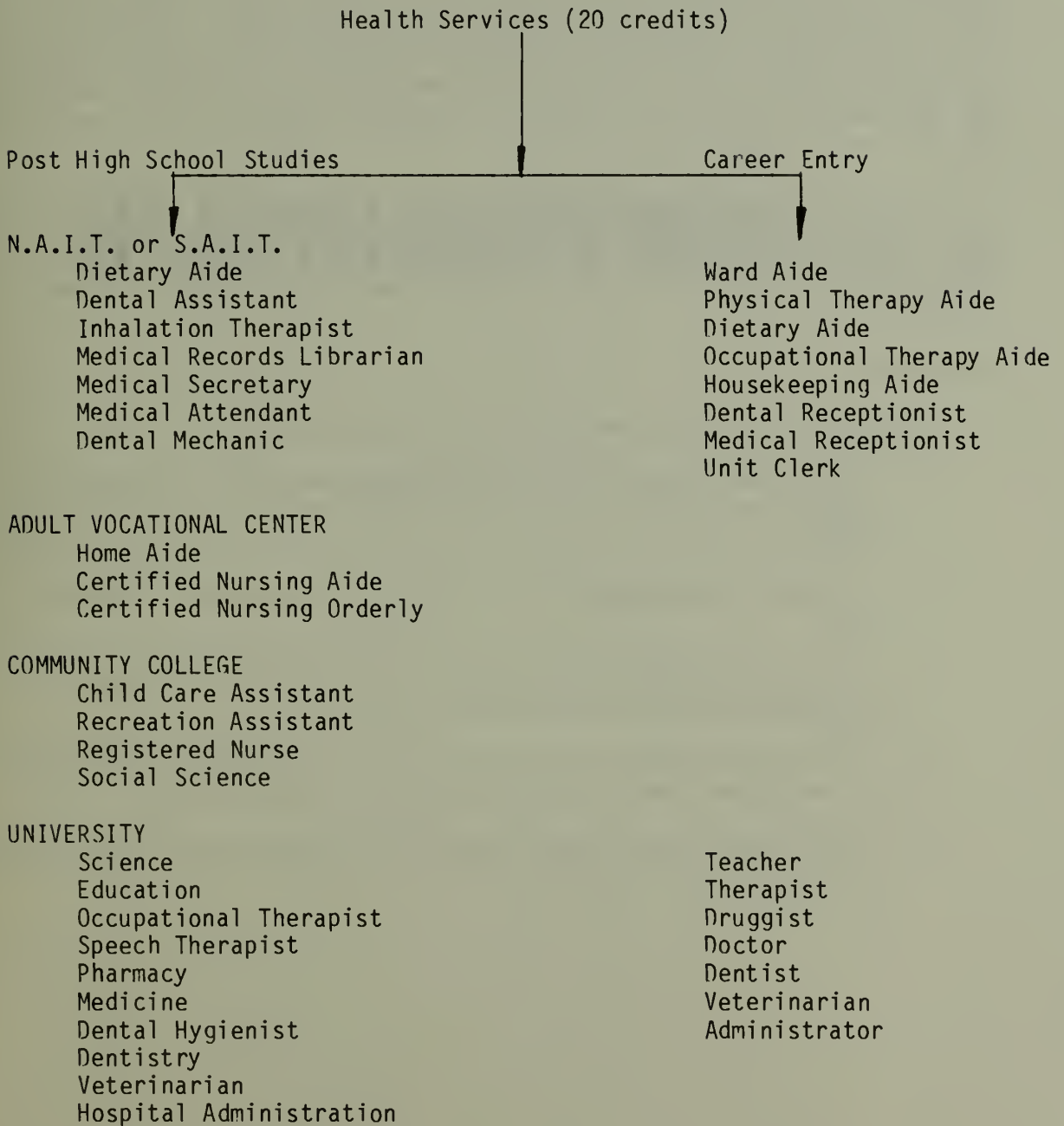
PERSONAL SERVICES

HEALTH SERVICES



CAREER OPPORTUNITIES

Students having taken all or most of the modules in the Health Services major may look forward to the following careers:



HEALTH SERVICES 12, 22, 32 PROGRAM

INTRODUCTION

Unlike other vocational programs, Health Services does not prepare students for one specific job but in a very special way provides them with skills and knowledge that are an asset in any health job. There are certain skills and concepts that every health worker should know, including: first aid, basic anatomy and physiology, basic patient care, medical vocabulary, and communication skills. The Health Services program offers training in what has been identified as "core" or essential health skills, even though the jobs are incredibly diversified.

As well as training in the above topics, Health Services allows students to gain skill in selected areas such as: child care and parenting, family planning, laboratory, nursing, geriatrics, and social work. They also gain expertise in one specific area through a work study program.

OBJECTIVES

The objectives of the Health Services course are:

1. To help the student gain the knowledge and skills necessary to promote the physical, social and mental health of themselves and others.
2. To create an awareness of the effects of injury and disease on the body.
3. To help the student become aware of the various vocational opportunities in the health care field.
4. To help the student develop basic skills and knowledge necessary for employment and/or further training in health care.
5. To help the student become aware of the health care support systems available in the community.

HEALTH SERVICES 12

COURSE CONTENT

HEALTH SERVICES 12 (5 CREDITS)

INTRODUCTION

Health Services careers are among the most rapidly expanding areas of career opportunities today. Present health care delivery systems are being expanded and personnel at all levels must be educated to meet present and future needs.

The curriculum, as presented, offers the student the opportunity to explore many health careers at a basic level. This familiarization with health careers hopefully will stimulate an interest in the pursuit of further knowledge.

OBJECTIVES

The objectives of the Health Services 12 module are:

1. To provide an opportunity for the student to gain a basic knowledge of anatomy, physiology and pathology with regard to four body systems: skeletal, circulatory, respiratory and muscular systems.
2. To provide an opportunity for the student to gain a knowledge of the principles and practices of first aid and care of the ill and/or injured at home.
3. To help the student understand common medical terminology as used in written and oral communication.

LEARNING RESOURCES

- *Anthony and Thibodeau, Structure and Function of the Body, 6th Ed., 1980, C.V. Mosby Company Ltd.
- * Memmler and Wood, The Human Body in Health and Disease and the student workbook., 1977, J.B. Lippincott Co., Toronto.
- St. John Ambulance First Aid Text.

*Refers to prescribed resources.

CONTENT SUMMARY

1. Skeletal System
 - anatomy and physiology
 - diseases and injuries
 - treatment of diseases
 - treatment of injuries
 - home nursing care
2. Circulatory System
 - anatomy and physiology
 - common injuries
 - diseases
3. Respiratory System
 - anatomy and physiology
 - common injuries
 - common diseases
4. Muscles
 - anatomy and physiology
 - injuries
 - diseases
5. Miscellaneous Injuries and Diseases
 - emergency treatment
6. Careers
 - occupations

TOPIC 1: SKELETAL SYSTEM

HS12

GENERALIZATION: A knowledge of the anatomy and physiology is necessary for the treatment and care of injuries and diseases.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Anatomy and Physiology	<p>The student will:</p> <ul style="list-style-type: none"> - identify the large and small bones of the body - identify the functions of the skeletal system - locate large and small bones by labelling a diagram - demonstrate knowledge of anatomical terms of reference in relation to function of the skeletal system 		
2. Diseases and Injuries	<ul style="list-style-type: none"> - describe the causes of common diseases affecting bones and joints - list common results of trauma and discuss methods of relieving emotional stress - list the signs and symptoms of selected common injuries and diseases 		
3. Treatment of Diseases	<ul style="list-style-type: none"> - identify treatment of common diseases affecting the bones and joints 		
4. Treatment of Injuries	<ul style="list-style-type: none"> - demonstrate first aid treatment of fractures and dislocations including the psychological aspects 		
5. Home nursing care for injuries and diseases	<ul style="list-style-type: none"> - demonstrate a range of motion exercises - demonstrate test for circulation 		

TOPIC 2: CIRCULATORY SYSTEM

HS12

GENERALIZATION: A knowledge of the anatomy and physiology of the circulatory system is necessary for the understanding of the common injuries and diseases; their treatment and care.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Anatomy and Physiology</p> <ul style="list-style-type: none">- blood composition- the heart- blood vessels- pulmonary circulation- systemic circulation- lymphatic system	<p>The student will:</p> <ul style="list-style-type: none">- conduct blood typing and blood cell identification with the use of a microscope- identify the basics of the clotting process- locate the chambers and valves of the heart by way of dissection- take apical pulse using a stethoscope- identify the differences between arteries and veins and the types of blood they carry- locate major arteries and veins- take a pulse using various pulse points- trace circulation to and through the lungs- take blood pressure using a sphygmomanometer and a stethoscope- describe the function of the system by the use of overhead transparencies		

TOPIC 2: CIRCULATORY SYSTEM (continued)

HS12

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<ul style="list-style-type: none"> - spleen 	<ul style="list-style-type: none"> - identify the location by the use of overhead transparency - locate own spleen 		
2. Common Injuries			
<ul style="list-style-type: none"> - wounds 	<ul style="list-style-type: none"> - treat wounds using dressings, pressure, bandages, elevation, slings and immobilization 		
<ul style="list-style-type: none"> - infection 	<ul style="list-style-type: none"> - practice use of proper dressing techniques 		
<ul style="list-style-type: none"> - shock 	<ul style="list-style-type: none"> - apply the principles of treatment for shock 		
<ul style="list-style-type: none"> - hemorrhage 	<ul style="list-style-type: none"> - identify the signs and symptoms of internal and external hemorrhage 		
3. Diseases			
<ul style="list-style-type: none"> - blood 	<ul style="list-style-type: none"> - list the causes, signs and symptoms for the following diseases: <ul style="list-style-type: none"> - leukemia - hemophilia - leukocytosis - demonstrate first aid treatments and home care for the above diseases - describe the importance of disease prevention 		
<ul style="list-style-type: none"> - heart 	<ul style="list-style-type: none"> - list the causes, signs and symptoms for the following diseases of the heart: <ul style="list-style-type: none"> - muscle - valve - great vessels 		

TOPIC 2: CIRCULATORY SYSTEM (continued)

HS12

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
- blood vessels	<ul style="list-style-type: none"> - describe first aid treatments and home care for the above diseases - list causes, signs and symptoms for the following diseases of blood vessels: <ul style="list-style-type: none"> - arteriosclerosis - thrombosis - embolus - describe first aid treatments and home care for the above diseases 		

TOPIC 3: RESPIRATORY SYSTEM

HS12

GENERALIZATION: A knowledge of anatomy and physiology is necessary for the understanding of the common injuries and diseases; their treatment and care.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Anatomy and Physiology	<p>The student will:</p> <ul style="list-style-type: none"> - identify the medical and layman's terms for the organs of respiration - locate the organs of respiration on a diagram - describe the function of the organs of respiration - count respirations visually and using a stethoscope 		

TOPIC 3: RESPIRATORY SYSTEM (continued)

HS12

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
2. Common Injuries	<ul style="list-style-type: none"> - treat a sucking chest wound and flail chest by the application of first aid - treat epistaxis using the correct first aid procedure - treat respiratory arrest by the following methods of resuscitation: <ul style="list-style-type: none"> - mouth to mouth - Holger - Neilson - Sylvester - treat obstructed airways by use of thrust and back blows - describe the sequence of treatment for cardiac arrest - use CPR to treat cardiac arrest 		
3. Common Diseases:			
- infectious	- describe causes, signs, symptoms, treatment, nursing care and prevention of three diseases - common cold, pneumonia and tuberculosis		
- non-infectious	- describe causes, signs, symptoms, treatment, nursing care and prevention of three diseases - asthma, cancer and emphysema		

NOTES:

TOPIC 4: MUSCLES

HS12

GENERALIZATION: A knowledge of the anatomy and physiology is necessary for the understanding of muscle function, common injuries; their treatment and care.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Anatomy and Physiology 2. Injuries 3. Diseases (Common)	<p>The student will:</p> <ul style="list-style-type: none">- identify three types of muscles- label three parts of a skeletal muscle on a diagram- describe the types of muscle action- locate given muscles on a diagram and on own bodies- demonstrate first aid treatment of sprains and strains- list the causes, signs and symptoms, treatments and nursing care of the following:<ul style="list-style-type: none">- cerebral palsy- muscular dystrophy- atrophy- hyper-trophy		

NOTES:

TOPIC 5: MISCELLANEOUS INJURIES AND DISEASES

HS12

GENERALIZATION: An introduction to principles and practices of first aid is required to provide adequate emergency treatment for miscellaneous injuries and conditions.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Emergency Treatment	<p>The student will:</p> <ul style="list-style-type: none">- treat the following injuries and diseases using correct First Aid procedures:- eye injuries- ear injuries- burns and scalds- poisoning- exposure to heat and cold- diabetes- epilepsy- emergency childbirth		

TOPIC 6: CAREERS

HS12

GENERALIZATION: There are many occupations within and related to the Health Services area.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Career Field Occupations	<p>The student will:</p> <ul style="list-style-type: none">- make a survey of the various occupations related to Health Services- list courses within the system which would be useful as preparation for some of the identified occupations- outline the qualifications necessary for entry to specified occupations		

HEALTH SERVICES 22

COURSE CONTENT

HEALTH SERVICES 22 (5 Credits)

INTRODUCTION

Health Services 22 provides basic information and the opportunity to practice skills common to a majority of the health services careers.

OBJECTIVES:

The objectives of the Health Services 22 module are:

1. To help the student to gain a basic knowledge of anatomy, physiology and pathology with regard to six body systems: integumentary, endocrine, nervous, gastro-intestinal, urinary and reproductive.
2. To help the student to gain a basic knowledge of the principles and practices of related patient care procedures.
3. To help the student to understand the common treatments and diagnostic procedures for common diseases affecting the six body systems.
4. To help the student to extend an understanding of common medical terminology for use in written and oral communication.

LEARNING RESOURCES

- *Anthony and Thibodeau, Structure and Function of the Body, 6th Ed., The C.V. Mosby Company, 1980
- *Hornemann, G.V., Basic Nursing Procedures, Delmar Publishers, 1980.
- Memmler and Wood, The Human Body in Health and Disease, (c/w Text and Student Workbook), 1977, J.B. Lippincott Co., Toronto

*Refers to prescribed resources.

CONTENT SUMMARY

1. Integumentary System
 - anatomy and physiology
 - common diseases
2. Endocrine System
 - anatomy and physiology
 - common diseases
 - hospitalization
3. Nervous System
 - anatomy and physiology
 - diseases
 - injuries
 - treatments and nursing care
4. Digestive System
 - anatomy and physiology
 - diseases and disorders
 - nutrition
 - surgical care
5. Urinary System
 - anatomy and physiology
 - diseases
 - urine
6. Reproductive System
 - anatomy and physiology
 - diseases and disorders
 - pap smear
 - gown/glove and isolation technique

TOPIC 1: INTEGUMENTARY SYSTEM

HS22

GENERALIZATION: A knowledge of anatomy of physiology is necessary for the understanding of the common diseases, their treatment, and diagnosis and nursing care.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Anatomy and Physiology</p> <p>2. Common Diseases:</p> <ul style="list-style-type: none"> - infectious - non-infectious - fungal 	<p>The student will:</p> <ul style="list-style-type: none"> - identify by name the layers of the skin, underlying tissues and the accessory organs - explain the functions of the skin - list the causes, signs and symptoms treatments and diagnostic procedures for: <ul style="list-style-type: none"> - bacterial <ul style="list-style-type: none"> - staph - strep - viral <ul style="list-style-type: none"> - herpes - warts - measles - chicken pox - exzema - psoriasis - acne - body lice - list the causes, signs and symptoms, treatments and diagnostic procedures for fungal diseases - demonstrate required nursing care by preparing various nursing care plans for the common diseases listed 		

TOPIC 1: INTEGUMENTARY SYSTEM (continued)

HS22

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
	<ul style="list-style-type: none"> - prepare a patient teaching guide to show an understanding of skin care and prevention of disease - set up a hospital unit including: <ul style="list-style-type: none"> - equipment - cleaning and preparing - make a closed bed, open bed and occupied bed 		

TOPIC 2: ENDOCRINE SYSTEM

HS22

GENERALIZATION: Knowledge of anatomy and physiology necessary for understanding of common diseases, their treatment, and diagnosis and nursing care.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Anatomy and Physiology</p> <p>2. Common Diseases</p>	<p>The student will:</p> <ul style="list-style-type: none"> - identify by name and location the endocrine glands - list the hormones produced by endocrine glands - explain the functions of the endocrine glands - name the causes, signs and symptoms, treatments and diagnostic procedures for the following diseases: <ul style="list-style-type: none"> - pituitary <ul style="list-style-type: none"> - hypo-function - hyper-function 		

TOPIC 2: ENDOCRINE SYSTEM (continued)

HS22

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
2. Hospitalization	<ul style="list-style-type: none">- adrenal<ul style="list-style-type: none">- Addison's Cushing Syndrome- thyroid<ul style="list-style-type: none">- simple Goitre- hyperthyroidism- hypothyroidism- Langerhans diabetes- explain the procedures for admission transfer, transfer discharge, including social and emotional aspect- interpret and compile a patient chart- demonstrate foot care and special skin care- take temperature, pulse and respiration		

NOTES:

TOPIC 3: NERVOUS SYSTEM

HS22

GENERALIZATION: A knowledge of anatomy and physiology of the nervous system is necessary for understanding the diseases, injuries, treatments, diagnostic procedures and required care.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Anatomy and Physiology</p> <p>2. Diseases</p> <p>3. Injuries</p> <p>4. Treatments and Nursing Care</p>	<p>The student will:</p> <ul style="list-style-type: none"> - identify the medical terms and compare to layman's terms the name, location and functions of the: <ul style="list-style-type: none"> - central nervous system - peripheral nervous system - autonomic nervous system - list the signs and symptoms, and describe treatment and diagnostic procedures for each of the following diseases: <ul style="list-style-type: none"> - neuralgia - neuritis - poliomyelitis - encephalitis - cerebral palsy - multiple sclerosis - meningitis - analyze the effects of trauma on the nervous system - demonstrate prevention and treatment of decubitus ulcers through positioning and application of heat lamp - demonstrate required treatments and nursing care by preparing a general care plan - demonstrate mouth, hair and eye care of the unconscious patient - practise dressing and undressing the helpless patient 		<p>M.S. Society</p>

TOPIC 4: DIGESTIVE (GASTROINTESTINAL) SYSTEM

HS22

GENERALIZATION: A knowledge of anatomy and physiology is necessary for understanding the causes, diagnosis, treatment and health promoting care of the common diseases of the digestive system.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Anatomy and Physiology	<p>The student will:</p> <ul style="list-style-type: none">- locate and describe the organs of the digestive system- describe the function or role of the organs of the digestive system- distinguish between the true digestive and accessory organs- explain the functions of the accessory organs		
2. Diseases and Disorders	<ul style="list-style-type: none">- list the causes, signs and symptoms, diagnostic procedures, treatment and prevention of the following:<ul style="list-style-type: none">- gastro-enteritis- infectious hepatitis- cholecystitis- pancreatitis- peritonitis- ulcers- constipation- hiatus hernia		
3. Nutrition	<ul style="list-style-type: none">- review the source and function of the major groups of food nutrients- describe Canada's Food Guide- plan or evaluate a diet		

TOPIC 4: DIGESTIVE (GASTROINTESTINAL) SYSTEM (continued)

HS22

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<ul style="list-style-type: none"> - disorders due to unbalanced nutrition <p>4. Surgical care</p>	<ul style="list-style-type: none"> - explore the causes, signs and symptoms, diagnosis, treatment and prevention of the following disorders: <ul style="list-style-type: none"> - anorexia nervosa - obesity - demonstrate the ability to perform the following procedures: <ul style="list-style-type: none"> - introductory surgical care - mouth care - feeding helpless patients - ostomy care - anema 		

TOPIC 5: URINARY SYSTEM

HS22

GENERALIZATION: A knowledge of anatomy and physiology is necessary for the understanding of the causes, signs and symptoms, diagnosis and health promoting care of the common diseases of the urinary system.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Anatomy and Physiology</p> <p>2. Diseases</p>	<p>The student will:</p> <ul style="list-style-type: none"> - describe the organs of the urinary system - explain the function of the kidney and urinary tract - list the causes, signs and symptoms, diagnostic procedures, and describe the treatment and prevention of the following diseases: 		

TOPIC 5: URINARY SYSTEM (continued)

HS22

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
3. Urine	<ul style="list-style-type: none">- cystitis- pyelitis- nephritis- nephrolithiasis- uremia- perform urine collection and testing- interpret results of urine tests- observe a catheterization urinary- record own 24 hour intake and output- practice giving and receiving the bedpan		Kidney Foundation Speaker

TOPIC 6: REPRODUCTIVE SYSTEM

HS22

GENERALIZATION: A knowledge of the anatomy and physiology is necessary for the understanding of the causes, signs and symptoms, diagnosis, treatment health promoting care and prevention of the common diseases and disorders of the reproductive system.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Anatomy and Physiology</p> <p>2. Disease and Disorders</p> <p>3. Pap Smear and breast self-examination</p> <p>4. Gown/Glove and Isolation Technique</p>	<p>The student will:</p> <ul style="list-style-type: none"> - identify the organs of the male and female reproductive system - explain the normal and abnormal functions of the reproductive system - describe the causes, signs and symptoms, diagnostic procedures, treatment and prevention of the following common male and female disorders and diseases of the reproductive system: <ul style="list-style-type: none"> - female <ul style="list-style-type: none"> - dysmenorrhea - amenorrhea - ovarian cyst - endometriosis - male <ul style="list-style-type: none"> - prostatitis - epididymitis - enlargement of the prostate - become familiar with the method and importance of the pap smear and breast self-examination - demonstrate the Gown/Glove and Isolation Techniques 		Cancer Society

NOTES:

HEALTH SERVICES 32A

COURSE CONTENT

HEALTH SERVICES 32A (5 Credits)

INTRODUCTION

Health Services 32A follows 22 in sequence and provides more in-depth experiences in the field of health care.

OBJECTIVES:

The objectives of the Health Services 32A module are:

1. To help the student to gain basic knowledge regarding the progress of normal pregnancy, labor and delivery and the puerperium as well as the complications associated with them.
2. To help the student to gain an understanding of the basic principles of nursing care required during pregnancy, labor and delivery and the puerperium.
3. To help the student to gain basic knowledge of the fundamental principles of care required for the emotional and physical support of children.
4. To help the student gain a basic knowledge of the treatments and diagnostic procedures for the common diseases affecting the: newborn, infant, toddler, pre-schooler, school-age and the adolescent child.

LEARNING RESOURCES

*The Canadian Mother and Child, Health and Welfare Canada

*Draper, H.E., and Draper, M.W., Studying Children, Observing and Participating, Chas A. Bennett Co., 1977

*Refers to prescribed resources.

CONTENT SUMMARY

1. Obstetrics
 - reproductive system
 - pregnancy
 - complications of pregnancy
 - labor and delivery
 - post partum care
2. Pediatrics
 - physical and emotional care of children
 - normal growth and development
 - newborn
 - infancy
 - toddlers and pre-schoolers
 - school age
 - adolescence
3. Child Care
 - parenting skills
 - basic child care

TOPIC 1: OBSTETRICS

HS32A

GENERALIZATION: A knowledge of the normal and abnormal anatomy and physiology of the reproductive system is necessary for the understanding of obstetrics.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Reproductive System</p> <p>2. Pregnancy</p> <p>- fetal development</p> <p>- prenatal care</p>	<p>The student will:</p> <ul style="list-style-type: none"> - review the medical names and functions for parts of the reproductive system - list three causes of infertility in the female and the male - identify the methods of family planning from most effective to least effective methods - list 3 of each presumptive, probable and positive signs of pregnancy - describe the function and appearance of the amnion and placenta - describe the month-by-month changes that occur in the fetus - calculate the EDC given the first day of the LNMP - identify the importance of prenatal care including classes, exercises, diet, activities and layette planning 		<p>Ortho Kit</p> <p>Planned Parenthood</p> <p>Public Health</p>

NOTES:

TOPIC 1: OBSTETRICS (continued)

HS32A

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
3. Complications of Pregnancy	<ul style="list-style-type: none">- list the signs and symptoms, treatment and care of the mother for the following conditions:<ul style="list-style-type: none">- hyperemesis gravidarum- toxemia- hemorrhagic conditions		
4. Labor and Delivery	<ul style="list-style-type: none">- identify four signs of impending labor- identify three signs and symptoms for each of the three stages of labor- identify five steps in the care of the mother in each of the three stages of labor- describe immediate care of the infant		
5. Post partum care	<ul style="list-style-type: none">- describe the care of the mother and baby during the puerperium		

NOTES:

TOPIC 2: PEDIATRICS

HS32A

GENERALIZATION: A knowledge of the normal growth and development of children is necessary for the understanding of pediatrics.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
<p>1. Physical and Emotional Care of Children</p> <p>2. Normal Growth and Development</p> <p>3. Newborn</p> <p>4. Infancy</p>	<p>The students will:</p> <ul style="list-style-type: none"> - describe the emotional support and physical care required by all children - identify the important aspects of growth and development from birth to adolescence - discuss the importance of parenting skills and support - describe the basic methods and procedures required for detection of diseases, signs and symptoms, causes, treatments and required care for the following systems: <ul style="list-style-type: none"> - respiratory - circulatory - digestive - nervous - list eight early signs of illness - describe the basic procedures for identification of infectious, respiratory, intestinal and viral diseases their signs and symptoms, treatment and required care 		<p>Family and Community Services</p> <p>Public Services</p> <p>Canadian Mother and Child</p>

NOTES:

TOPIC 2: PEDIATRICS (continued)

HS32A

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
5. Toddlers and Preschoolers	<ul style="list-style-type: none"> - list four early signs of illness - explain the importance of accident prevention - discuss the average development for each age - discuss the importance of play in relation to type of play for each age 		Text: Child Care and Development by Herlock
6. School Age	<ul style="list-style-type: none"> - chart the incubation period, portals of entry and exit, treatments and immunization for each of the diseases: <ul style="list-style-type: none"> - measles - chicken pox - mumps - scarlet fever - infectious mononucleosis - diseases requiring surgical intervention <ul style="list-style-type: none"> - identify causes and principles of pre and post-operative care for children with the following conditions: <ul style="list-style-type: none"> - tonsillitis - strabismus - diseases requiring medical intervention <ul style="list-style-type: none"> - identify signs and symptoms, treatment and care required by the child with the following diseases: <ul style="list-style-type: none"> - diabetes mellitus - hemophilia - psychological disorders <ul style="list-style-type: none"> - describe the care required for optimum progress of the following disorders: 		

NOTES:

TOPIC 2: PEDIATRICS (continued)

HS32A

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
7. Adolescence	<ul style="list-style-type: none">- mental retardation- disturbed child- aggression- phobia- anxiety- depression- infantile autism- describe the signs and symptoms of a psychologically disturbed child and compare the care of the disturbed child to the care of the normal child- discuss the mode of transmission, signs and symptoms and treatments of sexually transmitted diseases- understand their responsibility to self, family, peers and community		Film: MS Society "I Think I Cry Every Day"

NOTES:

TOPIC 3: CHILD CARE

HS32A

GENERALIZATION: A knowledge of parenting skills is necessary for child care.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Parenting Skills	<p>The student will:</p> <ul style="list-style-type: none">- discuss the importance of preventing family breakdown by improving communication skills- list three parenting styles- discuss the importance of parenting and the impact on the child		
2. Basic Child Care	<ul style="list-style-type: none">- define basic child care- review the importance of principles of child care- plan for and take care of two preschoolers for 6 to 12 sessions		

NOTES:

HEALTH SERVICES 32B

COURSE CONTENT

HEALTH SERVICES 32B (5 Credits)

INTRODUCTION

Health Services 32B deals with broader aspects of health care including medical nursing, surgical nursing, gerontology and career exploration.

OBJECTIVES:

The objectives of the Health Services 32B module are:

1. To help the student to gain a knowledge of medical and surgical treatments used for common diseases affecting adults.
2. To help the student to gain a knowledge of the ageing process and death and dying.
3. To help the student to gain a knowledge of a selected career field in health care through work study.
4. To help the student to gain a knowledge of the effect of drug use and abuse on the person, family, peers and community.

LEARNING RESOURCES

*Kubler-Ross, Elizabeth, Death and Dying, MacMillan, 1981

*Licit and Illicit Drugs, Little, Brown and Co., 1970

Green, Fiona L., The Old in the Community, Help the Aged, 44 Eglinton Ave., West Suite 311A, Toronto, 1981

*Refers to prescribed resources.

CONTENT SUMMARY

1. Medical Nursing
 - alcohol the social drug
 - drug use and abuse
 - cancer
 - psychiatric
2. Surgical Nursing
 - pre-op care
 - post-op care
 - home care
3. Gerontology
 - ageing process
 - senior citizens lifestyles
 - death and dying
4. Career Exploration
 - health care field
 - field experience

TOPIC 1: MEDICAL NURSING

HS32B

GENERALIZATION: A knowledge of the medical treatment of some of our more common problems is necessary for a better understanding of adulthood.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Alcohol the social drug	<p>The student will:</p> <ul style="list-style-type: none"> - explain the affects of alcohol on the body - explain the problem of alcoholism through discussions with information persons 		<p>Films: If You Loved Me</p> <p>All My Tomorrows</p>
2. Drug use and abuse	<ul style="list-style-type: none"> - discuss the drug problem and its affect on family, individuals, peers and community - list the community services available to those persons having drug related problems 		<p>You've Come A Long Way Kate</p> <p>Soft is the Heart of a Child</p>
3. Cancer	<ul style="list-style-type: none"> - list the five major signs and symptoms - explain the need for early diagnosis and treatment - list the community services available to the cancer patient 		
4. Psychiatric	<ul style="list-style-type: none"> - discuss the effect of stress on the person - discuss the importance of mental health for total well being - list community services for the mentally ill 		

NOTES:

TOPIC 2: SURGICAL NURSING

HS32B

GENERALIZATION: A knowledge of common surgical care is necessary for an understanding of adulthood.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Pre-op care	<p>The student will:</p> <ul style="list-style-type: none">- explain the normal pre-op procedures- demonstrate the surgical skin preparation- list the legal implications of surgery- discuss the emotional and psychological effect of surgery on the patient		
2. Post-op care	<ul style="list-style-type: none">- demonstrate how to make the recovery bed unit- demonstrate the care of the unconscious patient- change a sterile dressing- assist a patient in and out of bed- identify the dietary needs of the surgical patient- identify the five most common complications of surgery		
3. Home Care	<ul style="list-style-type: none">- make simple basic hospital equipment using cardboard boxes- discuss modifications to the home to aid in home care- describe the community services available for patients at home		

TOPIC 3: GERONTOLOGY

HS32B

GENERALIZATION: A knowledge of the aging process is necessary for a better understanding of our older people.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Aging Process	<p>The student will:</p> <ul style="list-style-type: none"> - describe the normal body changes that occur during the aging process: <ul style="list-style-type: none"> - visible body changes - invisible body changes - identify three common diseases associated with the aging process, their causes, treatment and care 		<p>Films: NFB Nell and Fred</p> <p>Provincial Library</p> <p>Peege Louise</p>
2. Senior Citizens Lifestyles	<ul style="list-style-type: none"> - outline the community services for senior citizens with regards to: <ul style="list-style-type: none"> - housing - finances - activities (recreational) - medical care - explain the need for retirement planning - discuss the economic changes that occur after retirement - discuss social and economic impact of retirement on the community 		
3. Death and Dying	<ul style="list-style-type: none"> - describe the five stages of death and dying for a dying patient - describe the four stages of grief for the relatives and friends of the dying patient - discuss the types and functions of funerals 		

TOPIC 4: CAREER EXPLORATION

HS32B

GENERALIZATION: A knowledge of a selected career field in health care may be gained through work study.

CONCEPTS/SUBCONCEPTS	LEARNING TASKS	HOURS	REFERENCES
1. Health care field	<p>The student will:</p> <ul style="list-style-type: none">- discuss the different careers in the health care field- observe and participate in one or more selected career areas related to the health services field <p>NOTE: Student field experiences must be supervised by the teacher and a person knowledgeable in the field.</p>		

NOTES:

APPENDIX A
HEALTH SERVICES

Resources: For Special Education Students

Prescribed

Hayes, Marjorie W. et al	<u>"There's No Place Like Home For Health Care"</u> , St. John's Ambulance, The Canadian Red Cross Society, 1978
Mustard, Robert A. et al	<u>"Emergency First Aid - Safety Oriented"</u> , St. John's Ambulance, Marpell's Press Cooperative, Quebec, 1977
Caldwell, Esther & Hegner, Barbara	<u>"Health Assistant"</u> , Delmar Publications, New York, 1973

Workbook

St. John's Ambulance - Safety Oriented First Aid, (Multi-Media Program for Canadian Schools, Colleges and Universities). St. John's Priory, Ottawa, 1976	
Rothenberg, Robert E. M.D.,	<u>Medical Dictionary and Health Manual</u> New American Library Inc., New York, 1975

Supplementary Resources

Rosenberg, Gurney, Harlin	<u>"Investigating Your Health"</u> , Houghton, Mifflin Company, Boston, 1978
Davidson, Calvert, Harrop et al,	<u>St. John's Ambulance First Aid</u> , St. John's Priory, Ottawa, 1977
Laurin, C.J.	<u>Help Yourself</u> , St. John's Priory, Ottawa, 1977
Anthony, C.P.	<u>Structure and Function of the Body</u> , 4th Ed., C.V. Mosby Co., Saint Louis 1972

- Dinkmeyer, D., McKay, G. Systematic Training for Effective Parenting, A.G.A. American Guidance Service Mc., Circle Pines, Minn.
- Boreal Lab Anatomy and Physiology Laboratory Manual and Study Guide
- Dani Ellen Chasheo The Language of Medicine, W.B. Saunders Company
- Wood, L., & Rambo, B.J. Nursing Skills for Allied Health Services, Volume I, II, III, W.B. Saunders Company
- Mason, M.A. Basic Medical - Surgical Nursing, 4th Ed., Macmillan Publishing Co.
- Juneau, P.S. Fundamentals of Nursing Care, Macmillan Publishing Co. Mc.
- J.B. Lipponcolt Company The Lipponcolt Manual of Nursing Practice 2nd Edition
- Whaley & Wong Nursing Care of Infants and Children
The C.V. Mosby Company
- Chinn, P.L. Child Health Maintenance, The C.V. Mosby Company
- Ebersole & Hess Toward Healthy Agency, The C.V. Mosby Company
- Eliopoulos, C. Gerontological Nursing, Harper and Row Publishers
- Scott, L.P. Self Instruction and Review in Nursing 2nd Edition, Volumes I, II
Macmillan Publishing Co.
- Juneau, P.S. Maternal and Child Nursing,
Macmillan Publishing Co. Inc.
- Rothenberg R.E. New American Dictionary and Health Manual, New American Library, New York
- Help the Aged The Old in the Community, 84
Fairlawn Ave., Toronto
- St. John's First Aid, St. John's
Ambulance

Project Director M.W. Hughes	<u>There's No Place Like Home for Health Care, St. John's Ambulance</u>
Davi-Ellen Chabner	<u>Language of Medicine, W.B. Saunders Co., Toronto</u> <u>Multi Media Standard Program, St. John's Ambulance</u>
Rogers, H.V. & Benson, A.	<u>"Nursing 1", Stateboard of Vocational and Technical Ed., Stillwater, Oklahoma, 1974</u>
Grawunder, R. & Stenman, M.	<u>Life and Health 3rd Ed., Random House, N.Y.</u>
Schnerdman, R. & Lambert, S.	<u>Being a Nursing Aide 2nd Ed., Library of Congress Directional Learning</u>
Berkow, R., M.D. & Talbot, J.H., M.D.	<u>Merck Manual of Diagnosis and Therapy, Merck Shapr & Dohme Research Lab.</u>
McCoy, K.	<u>Teenage Body Book, General Publishing Library Services</u>
Hildebrand, V.	<u>Parenting Teaching Young Children, McGraw-Hill Book Co.</u> <u>Giba Volumes, Giba Pharmaceuticals</u>
Ward, L.A.	<u>Nursing Skills for Allied Health Services, W.B. Saunders, 1980</u>
Tertora & Anagnostalkos	<u>Principles of Anatomy and Physiology 3rd Ed., Harper and Row</u>
Luckmann & Sorenson	<u>Medical Surgical Nursing, W.B. Saunders, 1980</u>
Western Education Development Group	<u>Cancer Education for Secondary Schools, Canadian Cancer Society</u>
Resource Development and Production Branch	<u>Alcohol, AADAC - Teachers Resource Kit, Grade 8-12, Edmonton</u>
Cooley, D.G.	<u>Family Medical Guide, Better Homes and Gardens, Meredith Press</u>
Dorlund, Newman, W.A.	<u>Medical Dictionary, Meredith Press</u>

APPENDIX B

HEALTH SERVICES

Films Which May Be Used In The Health Services Program

Provincial Library

PHT25	Endocrine Glands
PHT371	Your Protection Against Disease
PHT421	Infection and Natural Body Defenses
PHT744	A Gift, An Obligation
PHT34	Fundamentals of the Nervous System
PHT1164	Human Body: The Brain
PHT738	Digestive System I
PHT739	Digestive System II
PHT219	For Tomorrow We Shall Diet
PHT149	Obesity
PHT1154	Dynamics of Dental Care
PHT453	Human Body: Excretory System
PHT24	Work of the Kidneys
PHT379	There is a Way
PHT1141	Half a Million Teenagers.....Plus
PHT122	Your Pelvic and Breast Exam
PHT456	Human Body: Skeleton
PHT554	Help Us
PHT588	Don't Let Him Die
PHT1168	Work of the Heart
PHT455	Human Body: Circulatory System
PHT471	Candidate for Stroke
PHT543	Smoker's Lungs
PHT650	New Pulse of Life
PHT193	Common Cold
PHT680	Heinlick Maneuver
PHT1172	Highways of Agony
PHT454	Human Body: Muscular System
PHT578	Embryology of Human Behavior
PHT673	Are You Ready for the Postpartum Experience
PHT62	Young, Single and Pregnant
PHT50	He Acts His Age
PHT724	Amazing Newborn
PHT97	The Terrible Twos and Trusting Threes
PHT163	The Frustrating Fours and Fascinating Fives
PHT186	From Sociable Sixes to Noisy Nines
PHT227	From Ten to Twelve
PHT177	Age of Turmoil
PHT757	Exploring the Myth
PHT660	#1 Fragile: Handle With Care
	#2 Child Abuse - Cradle to Violence
PHT615	Day Care Today
PHT783	Who Cares About Child Care

PHT230
PHT709

#1 Death: How Can You Live With It
Hindsight - Foresight

Department of Extension

B3926	Autonomic Nervous System
C4341	Marvels of the Mind
C4345	Patterns of Pain
B4399	Am I Normal
G1269	Hemo the Magnificent
B1986	The Blood
C2890	Respiration in Man
PA36	Discovery of Penicillin
C4321	Homemaker With Arthritis
B4394	Birth Control That Really Works
B4398	Teenage Mother - Broken Down
B3861	Who's Got the Power
B3698	Cipher in the Snow
C2089	Emotional Illness

Learning Resources Service Centre (County of Strathcona)

MP680	Female Cycle
	Man: The Incredible Machine

National Film Board

06C0174602	A Fight for Breath: Emphysema
06C0169065	Danny and Nicky
106B0171023	Nell and Fred

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